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ABSTRACT

The bibliography presents approximately 750 references (from 1900-1975) on speech and language functioning in the mentally retarded. Citations are grouped into two sections: speech and language (development, verbal behavior, and environmental influences), and intervention studies (habilitation, therapy and training programs). References usually provide author's name, title, source, date and pagination information. (CL)

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BIBLIOGRAPHY ON SPEECH AND LANGUAGE IN MENTAL RETARDATION

1900-1975

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Foreword

Figure 1

Witness Figure 1, the number of publications in English relative to the linguistic problems of the mentally retarded has dramatically increased in recent years. This bibliography is intended as a help to researchers and interested people in keeping under control a rapidly growing literature. The bibliography counts about 750 references published between 1900 and the first semester of 1975. They are classified according to two categories without overlap between the categories. The first category bears the title: Speech and Language. Included in this category are references on speech and language development, verbal behavior, environmental influences on speech and language functioning in mentally retarded. The second category is entitled: Intervention Studies. It includes the references on habilitation, therapy and training programs for improving speech and language in mentally retarded subjects.

Two principles have directed the search and organization of the bibliography. They are the specificity and availability of the material. First with reference to specificity, only those references that are concerned with speech and language development and functioning in mentally retarded subjects have been included. No work has been included that deals chiefly with the roles of speech and language in conceptual

development, discrimination learning, problem solving, mediated memory, and with verbal learning (serial and paired-associate learning). Comprehensive reviews of this literature are readily available to which the interested reader can refer (e.g., Norman Ellis' International Review of Research in Mental Retardation, Vol. 1 to 6, New York, Academic Press). Similarly no work has been included that refers to written language development and reading in the retarded. Second with reference to availability, only those references that have appeared in print have been included in the bibliography. No unpublished doctoral dissertations (unless abstracted in "Dissertation Abstracts"), no papers presented at national and international conventions and symposia (unless published in the proceedings of the meeting) and no unpublished manuscripts have been included in the bibliography.

Several abbreviations that figured in the titles of the references have been reproduced as such in the bibliography. They are: IQ (intellectual quotient), MA (mental age), CA (chronological age), EMR (educationally mentally retarded), ESN (educationally subnormal), TMR (trainable mentally retarded), SSN (severely subnormal), ITPA (Illinois Test of Psycholinguistic Abilities), PPVT (Peabody Picture Vocabulary Test), EPVT (English Picture Vocabulary Test), RSB (Revised Stanford-Binet), WISC (Wechsler Intelligence Scale for Children).

Finally we would like to express our appreciation to Barbara Daggar and the staff of the University of Minnesota Special Education Library for valuable assistance in identifying and locating the relevant references.

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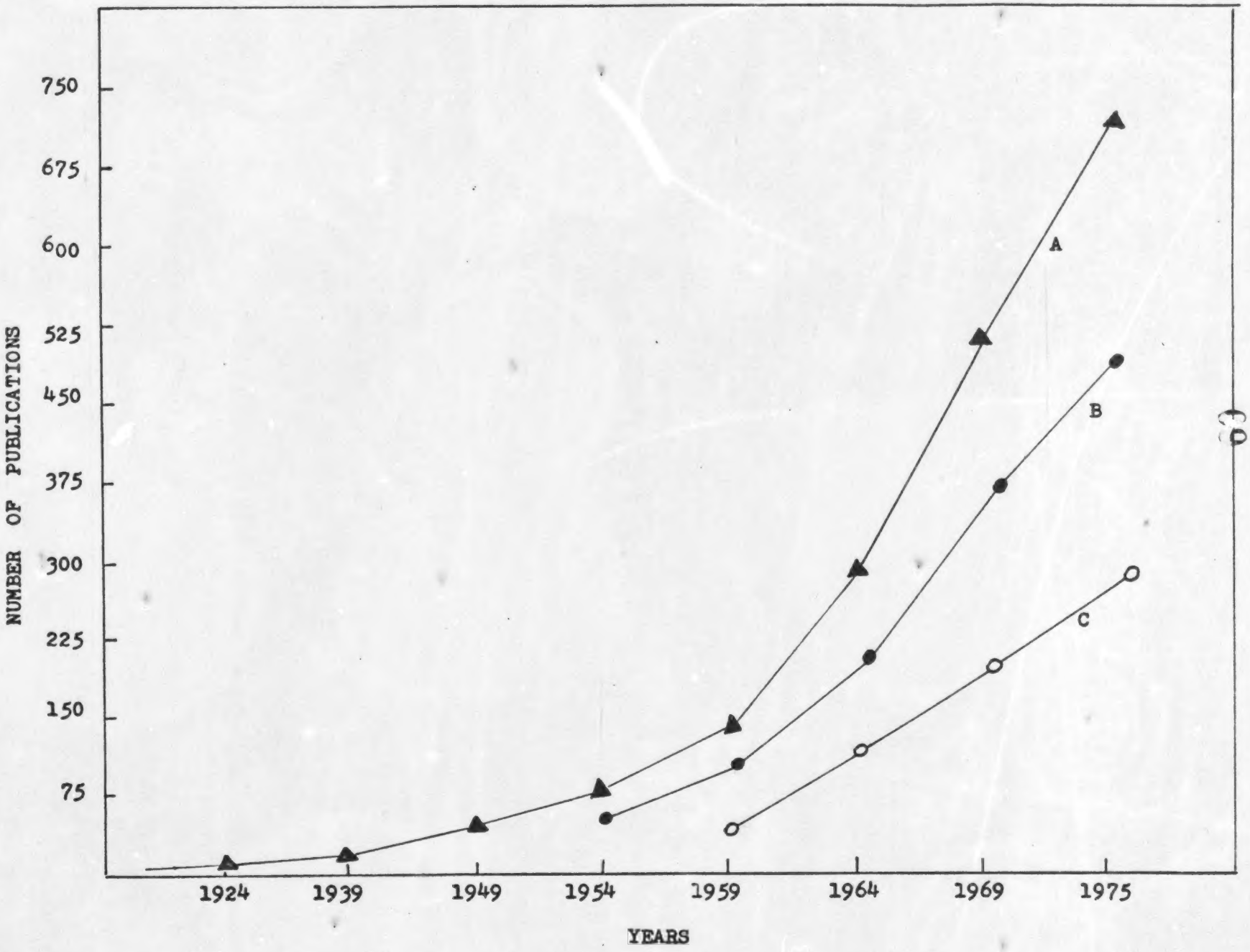
Figure Caption

Figure 1. Cumulative record of English publications on Speech and Language in relation to Mental Retardation since 1900 (A : total number of publications; B : studies on speech and language development and functioning; C : intervention studies).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